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ABSTRACT

The purpose of the course is to examine certain areas of the world with an emphasis on the geographic aspects and their relationships to the development of man's political, social, and economic institutions. This guide is designed to be useful to teachers as they outline courses and daily lesson plans. No attempt has been made to plan in detail for a teacher, however, content outlines are thorough. An effort has been made to acquaint the teacher with the use of generalizations as an aid to teaching pupils to think illustrating how he can formulate them. Reflective questions, like the generalizations, are offered only as suggestions for student evaluation. Any textbook can be used with the units: 1) The Soviet Realm: USSR; 2) South Asia: India; 3) East Asia: China and Japan; 4) Southeast Asia: Indonesia; 5) The Middle East: Egypt (United Arab Republic); and, 6) Sub-Saharan Africa: The Congo (Leopoldville). Introductory sections of the guide discuss its use, an orientation for the social studies, use of generalizations, academic freedom, goals and learning theory. (Author/DJB)

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area studies of the non-west

Grade 7

A Curriculum Guide

SP 001 094

Indiana Department of Public Instruction

Richard D. Wells, Superintendent

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Grade 7

Area Studies
of the
Non-West

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How to Use This Bulletin

This bulletin is designed to be useful to teachers as they outline courses and daily lesson plans. No attempt has been made to plan in detail for a teacher. He may choose what he wishes and use it in the manner he finds best suited to the needs of his pupils. Many teachers will find nothing new in this bulletin. Others, we hope, will find it to be a useful guide.

An effort has been made to acquaint the teacher with the use of generalizations as an aid to teaching pupils to think. The revolution in teaching Social Studies is no less than the revolution in teaching mathematics. No longer can teachers teach only the facts. When he has taught the facts, he has done only a part of the job. After teaching a student how to *use* the facts, how to verify a statement by the use of facts is the other part of the job. This is where the use of teaching pupils how to form a generalization or a conclusion (and to analyze the data or facts which support it) becomes the means by which the art of thinking is taught. Generalizations may also be used as objectives for lessons or units to be examined in the light of facts at hand. Always the student should be made aware that an open mind seeks new evidence as time goes on, so that the generalization may be eventually strengthened or discarded as false. No attempt has been made in this publication to formulate the most important generalizations for a unit. The ones offered are merely examples of how a teacher can formulate them for his own purposes of teaching. Nor are they offered as the only means to develop thinking. They are, however, a very effective method.

The *Content Outlines* are made in detail and in such number that teachers will probably not be able to find time to use all of them. Here again the teacher is at liberty to choose whatever he has time for and to consider the important topics at the moment.

The *Reflective Questions*, like the generalizations, are offered only as suggestions with no attempt to make them

the most important questions that should be asked on a certain unit. Some of them will be more provocative than others. But all should provoke reflection, require some analysis of data or facts, and enable the student to form some conclusions.

Any textbook can be used with the units in this bulletin. It will require some planning and selection on what chapters or sections of chapters to use. It is also hoped that many other materials—pamphlets, paperbacks, other books, magazines and newspapers—will also be used in addition to a text. No student should finish a course thinking that the contents of one book provide the only source of information. In the comparison of data and establishment of the reliability or authority of an author, a student can come to judge what is truth and what may be the bias of one individual. He will thus be better prepared to question, sift evidence, and come to valid conclusions.

The section on *Evaluation* is valuable as a source of suggestions for testing students' progress in learning how to think, and in the knowledge of factual information. Enough guide lines are given so that the teacher can construct his own tests as best fit his needs.

Many teachers will need to revise their method of teaching. It will require much planning and effort, but the reward of better planning should be better teaching. Many teachers will not need to use the suggestions herein, for they already have acquired the skill of teaching students to think. If this revision of curriculum and method succeeds in teaching students some of the answers to the question, "Who is man?" and some of the possible answers to man's most persistent problems, it will not have been done in vain. Better social studies teaching and learning in Indiana are its aims.

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The Orientation Statement

This statement serves as an excellent yardstick for measuring the validity of the claim of any portion of content for inclusion in our recommended guide. It serves equally well in measuring the validity of content now in social studies programs as far as retention of that content in the new curriculum is concerned. In short, all content must fall within the framework of the *Orientation Statement*, before it is included as a part of the recommended guide. The Committee feels that social studies programs built upon the *Orientation Statement* will better endow graduating seniors with an understanding of the social, political, and economic realities around them and with the capacity to deal with those realities objectively and competently.

The *Orientation Statement* consists of a series of basic questions which the student may be expected to encounter, understand, and answer with an increased degree of insight. Since the questions are fundamental, answers to them require a continuous search for the truth, suggesting caution in accepting final answers to important questions. It is, however, a sound practice in American education to engage young people in a search for answers to significant questions, even though definitive answers to such fundamental questions are not readily available.

We recognize, also, that there are factors which limit the extent to which students might examine the questions suggested by the *Orientation Statement*. One such factor is that of instructional time. Even with a kindergarten through grade twelve requirement in social studies, the time for penetrating study of all suggested questions is limited. Levels of maturity and range of academic ability of even senior high students also impose limitations. The concern, however, is that students be engaged in important study, even though it be somewhat restricted.

Orientation for the Social Studies

Introduction

Structure for the social studies is suggested by questions about man, how he attempts to meet his needs, how his efforts are affected by factors sometimes within his control—sometimes not—and problems that have always made his life more difficult.

Pupils at every grade level should have the opportunity to study material which will help them to understand these basic questions and to make relevant judgments about "how" and "why" and "where from here." They should be encouraged to evaluate the effectiveness of man's efforts to meet his needs and to solve his problems. Quite obviously, pupils at various age levels will deal with these questions with varying degrees of sophistication. It is also assumed that some questions will be emphasized more at some grade levels than at others.

The questions of fact which make up the basic structure do not predetermine specific content. Content which is most appropriate for each age group, which is likely to be most useful in helping pupils to think reflectively, which will foster the development of valid concepts and beliefs, and which will contribute to an accurate view of man's experience should be selected.

Who is man?

1. What knowledge have we concerning man's origin and early development?
2. How and why did man migrate to all parts of the world and how does this migration affect his physical, social and emotional characteristics?
3. What are the factors which influence the development of personality?
4. What have been man's goals, needs and drives? Is there a "universal human nature"?
5. In what ways has man viewed his place in the universe? How has he chosen to express his views?

What arrangements has man made to meet his needs and desires?

1. What are the non-governmental means by which society regulates the behavior of its members?
2. What governmental arrangements has he used?
3. What economic systems has he devised?
4. What are the institutions that man has created in order to further his ends?

What factors beyond the immediate control of man have influenced his behavior?

1. How has man's behavior been shaped by his biological nature?
2. What are the geographic conditions which have influenced the nature of man's institutions, his physical and emotional make-up, and how he lives?
3. What has been the influence of man's cultural environment?

What effect does learning have upon the directions man takes and the changes he has made in his culture?

1. What part have ideas played in determining man's direction and destiny?
2. How has the general level of education affected man's institutions, values, aspirations, etc.?
3. How has science and technology, with man's increasing control of the universe, affected his way of living, goals, political arrangements, degree of interdependence, etc.?

What are the persistent problems man has faced in his efforts to satisfy his needs and aspirations?

1. Resolving conflicts of interest—personal, inter-group, international.
2. Subduing the (seemingly) unfriendly aspects of the environment—disease, natural barriers, uneven distribution of resources, etc.
3. Finding ways to close the gap between "unlimited wants and limited resources."
4. Extending the use of rational means for solving problems in whatever areas problems exist.
5. Developing a philosophy and a way of life that provides incentive and drive to discover, to improve, to grow,

but at the same time calls for respect for the worth and the rights of all people, and which also holds possibilities for the release and use of the creative efforts of all.

6. Curbing the aggressive behavior of individuals and groups and nations who seek to impose their will upon others by pressure or force.
7. Developing the understanding that all aspects of any culture must be viewed in relation to the total culture.
8. Developing an understanding and a feeling of empathy for cultures and sub-cultures of other people.
9. Recognizing the need for and the inevitability of change, timing and executing change in such a way that the best traditions of the past will be retained and integrated with the new.
10. Devising institutions and arrangements that combine the need for order with the desire for maximum individual liberty.
11. Choosing leadership, both formal and informal, which is best qualified to lead in a given situation.
12. Meeting the problems of social dislocations that result from technological change.

Application of Orientation Statement. More specifically and precisely, how is the *Orientation Statement* used? It serves as a yardstick for measuring the merit of proposed content. One step intervenes, however, before the content itself is selected. This intervening step concerns the selection of generalizations that relate to and support the *Orientation Statement.* To say this in another way, the *Orientation Statement* is used to screen and select generalizations. Such generalizations should not be regarded as final truths, but as tentative statements that explain important data.

Use of Generalizations

As a concrete illustration of the use of the *Orientation Statement* and generalizations for selecting content, consider the following:

"All of man's social institutions are influenced by geography."

It is now necessary to consider this question: Is this statement a generalization? That is, does it validly explain data or specific facts regarding man's social institutions and geography as well as the relationship between the two?

It would seem that the statement could be accepted as a generalization, at least tentatively, because it is derived inductively from a number of specific examples. For instance, the institution of government was developed early in the river valley civilizations. This development and the nature of the political institutions created were influenced by the geography of the river valleys. That geography enabled relatively large numbers of persons to live in close proximity; control of river flooding and irrigation made some group control necessary; and the group controls that were developed in many cases were related to this need. Likewise, the political institutions developed in the Greek city-states were limited initially to a very small area, primarily because the geography of the region made travel impossible.

The presence of natural resources, which are an aspect of geography, influenced the economic institutions of men from Biblical times or earlier to the present. The cedars of Lebanon affected the economy of these early peoples. The iron and coal deposits in central Europe still affect the economies of European countries.

In Nigeria the religious institutions have been influenced appreciably by geography, in that the Muslim religion is the dominant faith in northern Nigeria. This result followed because the horse-riding followers of Islam were able to penetrate the Nigerian area only to the forest areas. Where transportation by horse was not feasible, in this selected instance, they were not able to extend their religious influence.

In short, the generalization under study has been derived inductively from facts and events similar to those previously described:

> Men found that group living in congested river valleys made government necessary and the government they created met specific needs arising out of their river valley geography.
>
> The geography of Greece made distant travel difficult in ancient times; thus the governmental units the early Greeks created were limited to a local geographic area.
>
> Cedars grew in ancient Lebanon and iron and coal are found in central Europe. In both cases, these natural resources—an aspect of geography—affected the economic institution man developed in the respective geographic areas.

> The forest line in the northern portion of Nigeria stopped the horse-riding spreaders of the Muslim faith. As a result, the religious institutions man developed in the plains area, in this specific instance, differed from that developed in the forest of southern areas.

What general statement adequately and accurately encompasses data of this type? Evidence of this type seems to support the generalization under scrutiny that: "All of man's *social institutions are influenced by geography.*"

Two things should be kept in mind at this point. First, much more supporting evidence of a generalization must be sought than the few samples of such evidence as listed above. Time and space considerations limit those listed. Second, as supporting evidence is sought, *so should damaging evidence be sought.* This objective search for all evidence, both damaging and supporting, is what has advanced human knowledge and understanding. Students should be rigorously trained to approach their study in the same manner.

Why bother with supporting and damaging evidence? Why not teach the generalization directly? This question comes to the mind of many social studies teachers as they are pressed to cover more and more content. The answer to that question is simple and definitive. Our objective is not rote memorization of ideas others have gained, but a true understanding of those ideas. This understanding cannot be attained unless the learner has some knowledge of the derivation of the idea and some facts or evidence marshalled in its support. The ability to explain an idea and the ability to support it are perhaps as important as "believing" it. It is certainly true that deep commitment to any value or proposition is obtained only when the learner is convinced himself of its validity. This conviction arises out of an understanding of the facts or evidence supporting the value or idea in question.

Freedom to Teach and to Learn

The maintenance of intellectual freedom in American schools is essential to effective instruction in the social studies. Two major related elements are present in the practice of intellectual freedom: freedom of teaching and freedom of learning.

For many years the American public and educators have accepted without qualification the proposition that students, as future citizens, need to develop skill in making sound decisions. To remove controversial books from libraries, impose arbitrary censorship on instructional materials, or insist that one special interest group has a monopoly on the truth would reduce the freedom of the students and cripple their decision-making powers. Sound decisions can be reached only if both the student and teacher have an opportunity to examine divergent views concerning persistent issues, for the truth is not easily found in serious social problems. If the teacher is forbidden to talk about certain vital topics in the classroom on the grounds that it may offend some person or group, one major aim of education—the development of a dedicated, enlightened citizenry—is distorted. It follows then that the conservation of the American heritage—indeed the Western heritage—is dependent upon the free exchange of ideas. A loyalty based on reason and careful inquiry is the most enduring commitment. As John Milton argued in the immortal *Areopagitica* (the classic defense of freedom of thought in the West): "A man who believes because he is told to believe and knows no other reason for doing so, is essentially a heretic unto the truth, even though his belief be true, yet the very truth he holds becomes his heresy."[1] Milton's declaration has been supported by careful research in the social sciences during the last few decades. Wrote one distinguished American scholar of anthropology: "A sound culture must live, that is develop, change, re-adjust. This implies the existence of an independent spirit, or a critical intelligence, and an emotional life which has a wide scope in choice and range, that is, a wide scope of freedom."[2]

In a totalitarian society textbooks are written and frequently revised to conform to the prevailing "party line" while teachers and students are systematically indoctrinated with those ideas or goals endorsed by the state or the ruling elite. Intellectual freedom, with its emphasis on respect for the integrity of the individual, is therefore meaningless in either a communist or fascist culture. Intellectual freedom is not, however, an unbounded liberty or inviolable doctrine.

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[1] Spitz, David, "Milton's Testament," *Antioch Review*, 13:290-302.

[2] Malinowski, Bronislaw, *Freedom and Civilization*, p. 326, Indiana University Press, 160.

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Teachers must exercise professional judgment concerning the relevance of issues, the maturity of students and the goals of instruction.

In the last analysis the case for the educative use of controversy rests on the propositions:

1. Controversy is inevitable in a democratic pluralistic society.
2. Controversial issues encompass both the needs of society and the individual, thus providing a significant motivational force.
3. A dynamic, complex culture which is uncriticized perpetuates contradictions and conflicts.
4. Judicious, objective treatment of sharply opposing ideas in an atmosphere which emphasizes the rules of logic and critical inquiry is indispensable to the creative resolution of conflict—an essential step in the preservation and improvement of what historians and philosophers have called the "American Way."

Goals and Learning Theory

Early in their deliberations, the members of the Committee felt the need to make explicit their conceptions of the general aims of the social studies, philosophy and principles of learning which give direction to the process of instruction. After extensive inquiry and discussion, the statements contained in the following paragraphs were adopted.

General Aims of the Social Studies

1. To involve the pupil in an investigation of a vast reservoir of significant knowledge in the social sciences with a view to the development of insights and understandings of man's persistent problems.
2. To develop desirable study and research techniques that will enable him to gather and organize data and to communicate effectively the results of his research.
3. To aid the pupil in developing a sufficiently comprehensive set of tested ideas, beliefs, and values which he

is able to use in making practical decisions in public and private affairs. Prominent among these ideas, beliefs, and values are:

a. An understanding of and a reasoned faith in American democracy.
b. An appreciation of our own culture and cultures of other countries.
c. A respect and appreciation for the worth and dignity of every individual without prejudice against any race, creed, or ethnic difference.
d. A commitment to the preservation of the rights, privileges, and responsibilities of free men.
e. An understanding of the nature of totalitarian techniques and ideologies which oppose democratic beliefs.
f. A realization that we live in a dynamic society and that we must learn to recognize the need for change, to initiate it, and to adjust to it or modify it according to our American values.
g. An understanding of man's increasing control over the forces of nature as a major factor in accounting for the ways in which he lives and an acceptance of responsibility for controlling these forces.
h. An understanding of the interdependencies among individuals, societies, regions, and nations.

Statements Relative To Learning

1. Learning is greatly facilitated when pupils have clearly understood purposes and the desire to learn.
2. Learning experiences become more effective when organized around generalizations and their interrelationships.
3. Opportunities to generalize facilitate learning and improve retention.
4. Relating new information to past learnings and anticipating other uses for information help pupils grasp and retain learning for a greater length of time.
5. Learning is evidenced in the drawing of valid generalizations:
   a. Teaching toward or from generalizations insures more effective learning than teaching toward the accumulation of facts.

b. Isolated facts are significant only so long as they contribute to the mastery of a concept.
c. People learn by advancing from established concepts to abstract generalizations.

6. Pupils learn more when individual differences are recognized and when learning experiences are planned with reference to the maturity, abilities, interests and previous experiences of each pupil.
7. Learning is facilitated and more nearly permanent when the learners are aware of the worth of what is learned and participate in the determination of the immediate goals.
8. Pupils learn most effectively when learning experiences are arranged in a simple to complex sequence.
9. The quality of learning is increased when emphasis is placed on discovery, problem solving, critical thinking, and creative expression.
10. Learning under intrinsic motivation is preferable to learning under extrinsic motivation.
11. The transfer of learning is improved when pupils discover relationships to former learnings, and when they apply the principles derived from these relationships to a variety of situations.
12. Learning is fostered by a school situation in which there is conscious effort to develop the rational powers of the pupils, and where the faculty respects thought, rewarding its pupils for progress toward the goals that it values.

Synopsis

Area Studies of the Non-West

Geography has been defined as that discipline which analyzes the areal differentiation of the earth. A broad understanding of the culture of man requires a knowledge of the spatial relationships which exist between man and his environment, the relationships between factors within the environment itself, and the relationships between man and man.

The purpose of this course is to examine certain areas of the world with an emphasis on the geographic aspects and their relationships to the development of man's political, social, and economic institutions.

The following course outline is not intended to inhibit the teacher from substituting or including other areas of the Non-West as they may emerge as focal points of world interest. Neither are the generalizations, reflective questions and content outline represented to be all-inclusive. The individual teacher should add or delete material which becomes more or less important in a changing world, or adapt it to his individual teaching situation. This course is designed to encourage the greatest possible use of material related to current happening in a rapidly changing world.

Generalizations to be Examined

1. The physical elements of the earth are a unit. No part can be understood fully except in terms of its relationship to the whole.

2. The unequal distribution of solar energy gives rise to the peculiarities of the earth's atmospheric circulation pattern which, in turn, is largely responsible for the areal differences in the earth's climate, vegetation and soils.

3. Areal differences in the physical properties of the rock strata and the dynamic nature of the earth's crust give rise not only to variations in the relative wealth of soils and minerals but also to variations in surface topography.

4. Man constantly seeks to satisfy his basic needs and wants by adapting, shaping, and utilizing those elements of the natural environment over which he has some measure of control.

5. The natural environment may set the broad limits of economic life within an area, but it is man himself who determines its specific character within the limits of his culture.

6. The sequence of activities and culture patterns involved in political and social developments are related to the natural environment and the particular time in which man lives.

7. Competition for the acquisition of the earth's natural resources usually results in political, social, and economic conflict.

8. Human change, including the whole structure of civilization, may depend upon the nature and extent of man's available energy supply and his ability to control it.

9. The economic processes of production, distribution, and consumption of goods are economic concepts which vary in part according to geographic influences, kinds of resources, stage of technology, and prevailing socio-political attitudes.

10. Land is less mobile than the other basic factors of production, labor, and capital, and exerts a dominant influence on the location of people within an area.

11. Factors of production are subject to change; therefore, geography is concerned with the changing pattern of land use.

12. Basic dietary needs and patterns vary with climatic conditions and man's technology.

Area Studies of the Non-West

Unit One

The Soviet Realm: The U. S. S. R.

Content

I. *Difficult Agriculture*

A. Climate and Topography

1. High latitudinal position and great longitudinal extent
2. Driest where warmest—influence of extensive continental area

B. Vegetation and Soils

1. Tundra—Cold, poorly drained, treeless plain
2. Taiga—Cool, forested, poorly drained, infertile plain
3. Steppe—Fertile, grass-covered soil with marginal rainfall
4. Desert—Sparse vegetation with inadequate rainfall

C. Agricultural Organization

1. Farm structure (State and Collective)—lack of human incentive
2. Inadequate supply of production necessities—machinery and fertilizer
3. Crops climatically limited—Less than effective use of quick maturing varieties
4. High proportion of labor force engaged in agriculture

Reflective Questions

1. How does life on a Soviet farm compare with life on an Indiana farm?

2. Would a Soviet Child eat cornflakes for breakfast? Why?

3. What effect might a huge, inland sea have on the Siberian climate and life in that area?

II. *Substantial Base for Industry*

A. Coal and Iron Producing Areas
   1. Donets Basin
   2. The Urals
   3. Kuznets Basin

B. Petroleum Producing Areas
   1. Major—The Volga-Urals Field
   2. Minor—Emba Field

C. Hydroelectric Power Potential
   1. Problems of the rivers—variability in flow and direction orientation
   2. Stage of development

Reflective Questions

1. What combination of factors makes the Soviet Union a world power?
2. What other industries need steel?

III. *Transportation Problems*

A. Maritime
   1. Lack of warm-water ports
   2. Difficult access to major world markets—distance and geographic barriers

B. Riverine
   1. Unsuitable direction of flow
   2. Canalization—river use improved but frozen in winter

C. Railroads and Highways
   1. Friction of distance
   2. Difficulty of construction
   3. Unsurfaced and unimproved
   4. Lack of motor transport

D. Air Transportation
   1. Internal airways
   2. Connections to the world—polar routes

Reflective Questions

1. How would you try to improve Soviet transportation?
2. Why are there so few automobiles in the Soviet Union?
3. Compare the distance from Chicago to Moscow, going by way of London or over the North Pole.

IV. *National Goals—State Supremacy in Soviet Life*

A. Central Planning—Bureaucratic Organization
   1. Materialistic emphasis
   2. Geared for military production
   3. Subordinate role of the individual

B. Ideological and Belief System
   1. Literature
   2. Arts
   3. Sciences
   4. Education
   5. Religion

C. Civil Liberties in a Police State
   1. Ex post facto legislation
   2. Restriction of movement—internal and abroad
   3. Restrictions on career choice

D. Rule by Minority
   1. The one-party system
   2. The party Presidium
   3. The Supreme Soviet
   4. Comparison with other "Democratic" systems

Reflective Questions

1. Explain why regional development has been stressed in the Soviet Union.

2. Why have so many Russian churches been turned into museums?

3. If you were a student in the Soviet Union could you attend college if you so desired?

4. If you lived in the Soviet Union in what sports might you participate?

Unit Two

South Asia: India

Content

I. *Agricultural Overpopulation*
   A. Climate and Topography
      1. Low latitudinal position and peninsular characteristics
      2. Monsoon—extreme seasonal variability in winds and rainfall
      3. Structure of the land—world's greatest mountain barriers
      4. Fertile, alluvial plains and the central plateau
   B. Staggering Hunger Problems
      1. Population patterns—teeming millions and variability of density
      2. Ineffectual methods—low yields per acre and low productivity per person
      3. Potential of animal resources—religious taboos

Reflective Questions

1. Compare the river valleys of the Ganges and the Mississippi, and account for your findings. Could you say the same things about the Lena River?

2. At what time of the year would you visit Calcutta to avoid the rainy season?

3. How would the diet of a person in Indiana compare with that of a person in Bombay?

II. *Industrial Underdevelopment*
   A. Limited Use of Resources
      1. Natural—coal, iron and ferro-alloys
      2. Human resources
      3. Lack of capital formation

B. Traditional Organization
   1. Craft system—concentration on household industry
   2. British colonial policy—source of raw materials and market for manufactured goods
   3. Resistance to change

C. Post-Independence Progress
   1. The new outlook—the desire for increased economic efficiency
   2. Shift in emphasis—emerging basic industry, transportation and communication systems
   3. Developing goals—greater numbers employed; rising living standard

Reflective Questions

1. Is overpopulation a sufficient explanation for Indian poverty? Why?

2. Imagine yourself in an Indian bazaar. What would you expect to see?

III. *Linguistic Diversity and Lack of Vertical Mobility*

A. Lack of a Common Language
   1. The federal government—problems of divided loyalties
   2. Education—schools for the villages
   3. Hindi—the move towards uniformity

B. The Caste System
   1. Four traditional divisions—hereditary occupational groups
   2. The Untouchables
   3. Political, social and economic implications
   4. The society of new India—government attempts at reform

Reflective Questions

1. In what ways do the tremendous variety of people provide a source of both strength and weakness to a young nation such as India?

2. Do we have problems of divided loyalties in the United States?

3. How will schools for all affect the caste system?

IV. *Democratic Socialism and Neutralism*

A. Growth of Nationalism in the late British Period
   1. Ghandi and passive resistance
   2. Concessions to self-government

B. Nehru—Experiment in Independence
   1. The Socialist orientation—the five-year plans
   2. Parliamentary system
   3. The Moslem-Hindu split

C. Non-Alignment in a Divided World
   1. Pacifist beliefs—Hindu philosophy
   2. Economic prudence—concentration on internal development
   3. Scars of the colonial period

Reflective Questions

1. Was the partition of India and Pakistan inevitable? Why?

2. Do you think it possible for India to remain entirely neutral?

3. Why cannot an individual own a railroad in India?

Unit Three

East Asia: China

Content

I. *Agricultural Overpopulation*

A. Climate and Topography

1. Mid latitude location—similar to the United States
2. Rainfall—floods and droughts; water control
3. Great flood plains and deltas—heartland of China
4. Mountain ranges—isolate and divide
5. Loess plains and hills

B. Food Production—An Enormous Task

1. Population—greatest in the world and extreme variability in density
2. Intensive land use and close adaptation of food crops to local conditions
3. Limited livestock production
4. Fish—important dietary supplement

Reflective Questions

1. Why have the Chinese been able to produce higher yields per acre than the Indians?

2. Would the Chinese child obtain his proteins from the same foods as you do?

3. What would life be like on a Chinese junk?

II. *Industrial Underdevelopment*

A. Resources for Modern Industrialization

1. Disadvantageous arrangement of coal and iron
2. Water power potential—partially developed
3. Additional possibilities—petroleum and other minerals
4. Gigantic, available labor force

B. Transportation Difficulties
   1. Direction of river flow
   2. Intervening mountain barriers
   3. No extensive rail facilities

Reflective Questions

1. What factors have played a part in China's isolation from the rest of the world?

2. Why has China's development been both retarded and promoted by the major river systems?

3. What factors have impeded the development of a modern, integrated, industrial and agricultural economy?

III. *Totalitarian Communism and Militant Foreign Policy*
   A. The Two Chinas?
      1. Split over ideology
      2. Geographic division
      3. Relative importance in the world—economically, and politically
   B. "The Great Leap Forward"
      1. The agricultural commune—abrupt shift in agricultural organization
      2. Shift in industrial emphasis—home workshop to centralized manufacturing
   C. Social Upheaval
      1. Conflict of the Socialist state and family solidarity
      2. Conflicts between the Socialist state and religion
   D. Aspiration to Position of World Power
      1. Preoccupation with military growth
      2. Desire for commercial dominance in the East-Asian sphere
      3. Desire for position of respect among the community of nations—The United Nations

Reflective Questions

1. Why is the strong Chinese family unit under attack by the Communists?

2. What would Confucius say about Communist China?

3. Which government, Communist mainland or Nationalist Formosa, represents China in the United Nations? Why?

Unit Four

Southeast Asia: Indonesia

Content

I. *Fragmented National Territory*

A. Climate and Topography

1. Straddles the equator—little temperature variation
2. Monsoon—heavy rainfall; evenly distributed areally
3. An island nation—sprawling, drowned mountain range
4. Volcanic activity—greatest in the world

B. Java—Excessive Centralization

1. Dense population—ethnically varied
2. Center of governmental and commercial activity
3. Resistance to resettlement

C. The outer islands—similar but different

1. Sumatra
2. Borneo
3. West Irian

Reflective Questions

1. Does great population density always retard development? Explain.

2. If you were lost in the jungle what might you find to help you survive?

3. Are there other fragmented countries in the world?

II. *Problems of Independent Indonesia*

A. Dutch Paternal Influence

1. Emphasis on one-way commercial development
2. No group trained for positions of responsibilty in government and management
3. The plantation system

B. Struggle for National Consciousness
   1. Conflicting loyalties—local and religious
   2. The influence of Communism
   3. Difficulties in communication
   4. Rebellious groups—isolated primitives

C. Industrial Development
   1. Little industrial tradition
   2. Shortage in local capital
   3. Unbalanced emphasis—agriculture and mining

Reflective Questions

1. How does geography affect the national feeling among Indonesians?
2. Would you accept an invitation for dinner from a chief in Borneo?
3. Why was the plantation system developed?
4. Why are both inter- and intra-island travel mostly by sea?

III. *Potentials for Progress*

A. Rich volcanic soils
   1. Unique for a tropical rainforest area
   2. Constant refertilization
   3. Variety and quantity of food crops

B. Products in World Demand
   1. Metals—varied and vital
   2. Mineral fuels—petroleum
   3. Agriculture—rubber, sugar, coffee, spices

C. Human Assets
   1. Traditionally hard-working people
   2. Large available work force
   3. Government emphasis on education—all levels; all peoples

Reflective Questions

1. Why did the southeast Asian area invite colonial expansion?
2. Why is this tropical area more productive than other tropical areas?

Unit Five

The Middle East: United Arab Republic (Egypt)

Content

I. *Nile Valley—World's Largest Oasis*

A. Restricted Habitable Area
1. Long narrow flood plain in desert expanse
2. Annual floods—problems of control
3. Contribution of the Nile—soil fertility

B. Up from the Primitive
1. Isolation—freedom for development
2. Unifying influence of the river
3. Progress in technology
4. Developing political organization

C. Predominance of Agriculture
1. Declining fertility of the soil
2. Crippling methods
3. Feudalistic nature of organization
4. Attempts to improve

Reflective Questions

1. What advantages does a river valley contribute to the development of a civilization?

2. How will the high Aswan Dam affect the life of the Egyptian people?

3. What opportunity would you have for a dairy industry in Egypt?

4. Compare the lot of the fellah with that of the Indiana farmer.

5. Why do we know so much about ancient Egypt?

II. *Crossroads of Commerce*

A. Camels to Jets
1. Traditional caravan routes
2. Pipelines
3. Air routes

B. Shipping Lanes—Suez Canal
   1. Gateway to the Orient—historic significance
   2. The resurgent Mediterranean area—historical
   3. Revenue for Egypt

C. Struggle for Control
   1. Strategic importance in a modern world
   2. Cold War bargaining

Reflective Questions

1. Compare the Suez, Panama and Welland canal as to their importance in world trade.
2. Why are pipelines important in the Middle East?
3. Why did Britain and France attack Egypt in 1956?

III. *Immature Nationalism*

A. Lack of Arabic Solidarity
   1. Non-national character of modern Islam
   2. Divisive land features
   3. Nomadic tribes

B. Attempts at Expansion
   1. Formation of the United Arab Republic
   2. Efforts to control the Sudan
   3. Organizing the Arab League

Reflective Questions

1. If you were a Moslem in Egypt, what would be today's date?
2. What is the nomadic code of hospitality?
3. Why does Egypt want control of the Sudan?
4. Why would a citizen of Jordan or Iraq prefer to join the Arab League than the United Arab Republic?

IV. *The Arab-Israeli Conflict*

A. Israel's strategic location—wedge in the Arab world

B. Cultural and economic conflict
   1. Jerusalem—center of three faiths
   2. Uprooted people—problems of resettlement

3. Resentment to Jewish intrusion—dynamic nature of Israeli development
4. Outside support—world Jewish solidarity

Reflective Questions

1. Are there factors other than religious involved in the Arab-Israeli conflict?
2. Why is Jerusalem considered a holy city by three faiths?

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Unit Six

Sub-Saharan Africa: Republic of the Congo (Leopoldville)

Content

I. *Tremendous Mineral Resources of Katanga*

A. Land

1. Quantity and Quality of copper bearing ores
2. Proximity to energy sources

B. Labor

1. Skilled—high salaried European
2. Unskilled—low salaried African; many from distant places

C. Capital

1. European
2. Exploitative in nature

Reflective Questions

1. Compare the colonial policies of the British, Dutch, and Belgians.

2. Is it possible for the Congo to develop an industrial economy?

II. *Transportation Difficulties*

A. Dissected Plateau

1. Upland surface
2. Abundant rainfall

B. Scarp zone—waterfalls and rapids

C. Great Rift valley

Reflective Questions

1. What are the disadvantages faced by the Congo in relationship to world markets?

2. Describe a canoe trip down the Congo River from Stanleyville to Leopoldville.

3. How would you move a cargo of copper from Stanleyville to Brussels?

III. *Development of National Consciousness*

A. Lack of Internal Cohesiveness
   1. Uneducated for modern society
   2. Persistent tribal loyalties
   3. Traditional local customs—an impediment to federal growth
   4. Rivalry among local leaders

B. External Influences
   1. Colonial attitude to internal political development
   2. Cold war in the Congo
   3. Hot war in the Congo—the United Nations

Reflective Questions

1. Would the witch doctor or the president of the country have more influence over a Congolese tribesman?

2. Why did not the Belgians develop a copper wire industry in the Katanga?

3. Who are the leaders in the national government of the Congo?

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